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BEGINNING RUSSIAN, A STUDY OF AUDIENCES TO A TELEVISED COLLEGE COURSE.

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THE AVERAGE AUDIENCE MIDWAY THROUGH A BEGINNING RUSSIAN COURSE WAS ESTIMATED TO BE ABOUT 4000, BASED ON PROJECTIONS FROM A SAMPLE SURVEY OF TELEPHONE HOMES IN METROPOLITAN TORONTO. THE "LOYAL CORE," HOWEVER, WAS ESTIMATED AT ONLY ABOUT 1100. AN ADDITIONAL PHASE OF THIS STUDY ASSESSED REACTIONS TO THE PROGRAM FROM 58 PER CENT OF 2500 PERSONS WITH A KNOWN PRIOR INTEREST IN IT. THEY WERE SENT MAIL QUESTIONNAIRES--715 WHO RETURNED THE QUESTIONNAIRES WERE CONSIDERED REGULAR VIEWERS AND THUS REPRESENTED A LARGE PORTION OF THE ESTIMATED LOYAL CORE. THE FOLLOWING DATA ARE FOR REGULAR VIEWERS. SIXTY PERCENT WERE BETWEEN 30 AND 49 YEARS OLD, 35 PER CENT WERE IN MANAGERIAL AND PROFESSIONAL OCCUPATIONS, 40 PER CENT WERE UNIVERSITY GRADUATES, AND 44 PER CENT HAD NEVER ATTENDED COLLEGE. TWO IN FIVE WERE ALREADY FLUENT IN A LANGUAGE BESIDES ENGLISH. STUDENTS WHO BEGAN THE COURSE FOR A REASON OTHER THAN GENERAL INTEREST IN LANGUAGES WERE MORE LIKELY TO REMAIN REGULAR VIEWERS. AUDIENCE DROPOFF MAY BE ATTRIBUTED TO DIFFICULTY OF THE COURSE WITHOUT PURCHASE OF THE TEXT. A SUGGESTED FUTURE RESEARCH AREA IS SIMULATION OF INTERPERSONAL CONTACT BY TV. AUDIENCE ATTITUDES TOWARD PRODUCTION ASPECTS OF THE PROGRAM, AND TOWARD THE INSTRUCTORS, WERE POSITIVE. (LH)

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BEGINNING RUSSIAN

A Study of Audiences to a Televised College Course

CBC RESEARCH
TORONTO
APRIL 1961

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INTRODUCTION

The Course

On Saturday November 5, 1960, the CBC in cooperation with the Department of Slavic Studies at the University of Toronto, began broadcasting a Russian language course on television station CBLT, Toronto. This undertaking represented an innovation in CBC television programming, and while language lessons and other instructional programs had been presented before on CBC television, this was the first time that a university credit course had been telecast by the Corporation.

In addition to the casual viewers and those members of the general viewing audience who made a more or less systematic use of the course, the audience contained students registered at the University of Toronto and working towards a Bachelor of Arts degree in the "General Course (Extension)" offered by the University. To obtain credit for the course, the student had to meet the University's admission requirements as well as attending regular tutorial classes, submitting weekly exercises, undertaking reading assignments, and writing examinations.

The course was designed to teach the various forms of Russian nouns, pronouns, adjectives, and numerals, the formation of tenses of verbs, and the peculiarities of Russian idiomatic constructions. A vocabulary of about 1,000 words was introduced. A typical televised lesson consisted of a brief review of past material, introduction of new vocabulary, exposition of new grammatical material, and oral drill. All new material was illustrated by means of charts, pictures and diagrams, and from the very start viewers were exposed to conversational Russian.

The Corporation and the University of Toronto wished to provide, through this series of half-hour television programs, an opportunity for

individuals with no previous knowledge of Russian to take the first steps towards understanding the language, as well as reading, writing and speaking it.

The 48 half-hour television lessons were broadcast on the CBC Toronto station CBLT, Channel 6, every Saturday and Sunday from 12:00 to 12:30 p.m. The instructors were two native Russian speakers on the staff of the University of Toronto's Department of Slavic Studies.

The organizers of the series believed that anyone could, of course, watch the TV programs and derive some knowledge merely from viewing the lessons as an ordinary television program. However, BEGINNING RUSSIAN was a carefully worked out course of study, and prospective viewers who came to the attention of the C.B.C. and the University of Toronto people working on the project were advised that to get the full benefit of the series interested viewers should be prepared to apply themselves, "attend" the televised lessons regularly, and do "homework" with the help of prepared materials. These materials included a specially-prepared TV study-guide (to assist in preparation for future lessons), and a standard Russian grammar text and matching workbook. These were all obtainable by mail from the University of Toronto Press at $1.25 for the study-guide, $5.50 for the Russian grammar, and $3.00 for the accompanying workbook.

Another feature of the lessons on the air was that the viewers were invited by the instructors to repeat Russian words and phrases out loud. Furthermore, written tests were dictated now and then to let viewers gauge their own progress.

Instructors for the BEGINNING RUSSIAN course on TV were Mrs. Maya Jenkins and George Horjan, both of the Department of Slavic Studies, University of Toronto. Chairman of the Department is Professor G.S.N. Luckyj. The TV

presentation was produced by James Murray for the CBC's Public Affairs department.

The Research Study

This report describes the audiences to this television course. It is the product of a small research investigation which sought to determine the size and type of home-viewing audience the series attracted, and to study general audience reactions to the program.

In design, the investigation consisted of two quite distinct phases. The first phase consisted of a mail survey involving the persons who had previously written to the CBC or to the University of Toronto requesting information about the course. The mail survey therefore elicited reactions from persons with a known prior interest in the program. In total, this group grew in size to some 2496 persons, all of whom were subsequently sent questionnaires. In addition, questionnaires were sent to 123 students registered for the Russian 1A course on the campus of the University of Toronto.

Because it cannot be assumed that persons who voluntarily submit letters to television programs are representative of the total audience for a program, however, it was necessary to also collect a sample of audience reactions. A supplementary telephone survey was also designed, therefore, in order to assess the reactions of the total viewing audience, and in addition, to allow an estimate of the size of audience for the program. This telephone survey was restricted to households in the Metropolitan Toronto telephone directory.

Both field phases of the inquiry were carried out during January 1961--a time representing just about the half-way point in the course. The mail questionnaires were sent out on Wednesday, January 11 (when 16 lectures had been given) and the telephone survey was carried out on four consecutive

Saturday afternoons beginning on January 14.

The results of the investigation are divided into three sections in the report which follows. The first section deals with estimates of audience size; the second with the background characteristics of audience members; and the third with audience evaluations of the program.

I. ESTIMATES OF AUDIENCE SIZE

As noted above, a telephone survey was planned in order to fill two functions--first, to allow a precise estimate of the size of audience to the program, and second, to help evaluate the representativeness of the views expressed by the mail respondents.

In terms of the second consideration, it was felt necessary to obtain reactions from between 100 and 150 actual viewers of the program. To reach this many viewers, it was estimated from Nielsen Broadcast Index figures for Toronto in November 1960 that approximately 6000 television homes would have to be contacted.

Accordingly, a sample of 6284 names was drawn from the Metropolitan Toronto telephone directory, and a plan was set up whereby each of these homes would be contacted on a Saturday afternoon immediately after the showing of BEGINNING RUSSIAN. Because of the large sample size, the calls were split over four successive Saturdays--beginning on January 14 and ending on February 4. Calls were scheduled from 12:30 to 2:00 p.m. each Saturday, and all interviewing was carried out by experienced interviewers supplied by Associated Marketing Services Limited.

There were two steps involved in each telephone contact. The first was to locate homes in which BEGINNING RUSSIAN had been seen that day, and then when such households were located, one person who actually watched

the program was to be interviewed on the telephone.[1]

On the basis of the November audience ratings, it was estimated that each 100 calls made by an interviewer would, on the average, result in the location of two homes in which BEGINNING RUSSIAN had been seen. This estimate proved to be grossly optimistic. Rather than locating the expected yield of 120 viewing homes over the four-week period, the survey located only 31 homes in which the TV set had been tuned to BEGINNING RUSSIAN, and only 22 homes in which someone in the household had actually viewed the program.[2]

What had happened? The most obvious explanation for the discrepancy between the actual and expected yield is that we had very much underestimated the rate of audience attrition following the first few broadcasts of the program. The original estimates of yield were based on figures for the first four weeks of the program, and while a certain amount of dropoff was expected (perhaps 20 to 25 per cent) we had simply not anticipated that the mortality rate would be anything like it was. We will return to this question of dropoff later.

On the basis of the survey results, however, it is possible to estimate the size of audience to BEGINNING RUSSIAN during Saturdays in January--and therefore the program's audience size about midway through the course. These estimates and a number of projections based on them are shown in Table 1 on the following page.

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1 A complete breakdown of the outcome of these calls is presented in Table A in in the Appendix, page 40. Due to unanticipated difficulties, 217 of the originally selected numbers were not called, but rather than reallocate these uncompleted calls, they were dropped from the sample. Over the four weeks, then, a total of 6067 telephone households were called, and it is on these calls that the estimates of audience size are based.

2 See Table B in the Appendix, page 41 for a complete breakdown of TV usage in the the homes contacted.

Of the various figures in this table, the key one is the projection which estimates the total audience for BEGINNING RUSSIAN during January at 4000 viewers--3000 in Metro Toronto, and 1000 outside of Metro Toronto.[3] This figure is an estimate of the number of persons actually watching the program on an average Saturday in January, but there are strong indications that these figures by no means represent the number of regular viewers to the program.

TABLE 1

ESTIMATES OF AUDIENCE SIZE FOR "BEGINNING RUSSIAN"
AT HALFWAY POINT IN COURSE

(1) Estimates derived from Metro Toronto Telephone survey*

Number of TV homes in Metro Toronto with Set tuned to BEGINNING RUSSIAN	2,200	800**
Number of TV homes in Metro Toronto in which Some person actually viewed BEGINNING RUSSIAN	1,600	650**
Best estimate of total viewers of program in Metro Toronto	About 3,000	

(2) Projections to total CBLT coverage area--based on distribution of addresses and response in mail survey

Number of TV homes in Total CBLT coverage area in which some person actually viewed BEGINNING RUSSIAN	About 2,100
Total BEGINNING RUSSIAN viewers	About 4,000

* Base: 388,000 TV homes
** With 68% confidence

3 This estimate is not based on the telephone survey figures alone, since no calls were attempted outside of Metro Toronto. To derive this estimate, the distribution of addresses of persons writing to the program were examined, and were found to be in a 3 to 1 ratio between Metro Toronto and locations outside of Metro Toronto. This was also found to be the ratio of addresses of mail questionnaires returned, and of 'regular viewers' located in the mail survey. On the basis of an estimate of 3000 viewers in Metro Toronto, therefore, the best estimate of total viewers would be 4000.

For example, of the 22 persons found in the sample who had watched BEGINNING RUSSIAN on the day of the call, 6 were persons who had watched the program for the first time on that day, while another 10 had seen the program before but had seen less than half of the programs scheduled up to that date. Thus, only 6 persons were found who could be considered as regular followers of the course-- that is, persons who had seen more than half of the programs in the series.

While these numbers are too small to allow meaningful statistical estimates, it is nonetheless clear that if only 6 of 22 viewers were following the course on a regular basis, then the total number of persons making up the core audience would be considerably less than 4000. Indeed, a direct projection of the 6/22 proportion would suggest a regular audience of the order of 1100 rather than 4000. No statistical precision can be assigned to this figure, but it is perhaps a not unrealistic approximation of the number of regular followers left in the BEGINNING RUSSIAN audience at about the half-way point in the course.[4]

Two additional pieces of information corroborate this figure. From the mail questionnaires it was found that 71 per cent of the persons who purchased text books for the course remained regular followers, while at the same time, 82 per cent of all regular viewers were persons who had purchased the text book. As of April 15, 1961, the University of Toronto bookstore estimated a total sale of 1600 text books--about 200 of which would have been purchased by students enrolled for the campus course in BEGINNING RUSSIAN. In

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[4] This procedure of refining the audience-size estimates (resulting in lower estimates after each refinement) should not be interpreted as an attempt to evaluate the success or failure of the program with respect to its audience appeal. Indeed, depending on one's perspective, one could argue either that the program had fully 1100 regular viewers, or that it had only 1100 regular viewers!

other words, approximately 1400 text books were purchased for use in the television course. Applying the figures found in the mail survey would suggest a total <u>regular</u> audience of about 1200 viewers.

$$\left[\frac{71}{100} \times \frac{1400}{} \times \frac{100}{82} = 1212\right]$$

Similarly, the University bookstore sold 1520 'television guides' for the course. From the mail respondents it was found that 65 per cent of the television guide purchasers remained regular viewers of the program, and that 89 per cent of all regular viewers had purchased a television guide. On this basis the number of regular viewers would be estimated at 1100.

$$\left[\frac{65}{100} \times 1520 \times \frac{100}{89} = 1110\right]$$

These additional findings also point to important features about the television audience for the course. They suggest that a majority of the persons who made the commitment of purchasing a test book stayed with the course (at least till the middle of the lectures), and also, that there were very few regular viewers of the program who had <u>not</u> purchased the text book

It would appear, then, that by the middle of January the regular followers of the course had thinned out to those persons who had purchased text books at the beginning of the course.

* * * * * * * * *

One consequence of locating so few viewers in the telephone survey is that it becomes meaningless to treat the reactions of these persons statistically--that is, to use this 'sample' of reactions as a criterion for assessing the representativeness of the reactions of persons who returned mail questionnaires.

At the same time, the finding suggests that it is probably not necessary to worry about a bias of self-selection contaminating the results of the mail survey, for it appears that <u>a majority of persons who were regular viewers to the program were included in the mail survey, and indeed, returned their questionnaires</u>. Among the total questionnaires returned by mail, 715 persons

were found who could be classified as regular viewers of BEGINNING RUSSIAN. (There were 715 persons who had viewed at least 12 of the first 16 programs in the series.)

If our best estimate of the total number of regular viewers for the program is 1100, then the 715 regular viewers among the mail respondents represent a large proportion of the regular viewers to the program. The danger of misrepresenting the views of the regular viewers by examining only the reactions of the mail respondents is therefore less serious.

This finding is quite unprecendented in the study of television audiences, for usually the persons who communicate directly with a TV program represent a tiny fraction of the total viewers of the program. Usually, the comments, perceptions and reactions of the writing-in segment of an audience must be considered highly atypical.

For programs appealing to specialized tastes, of course, the ratio of writers-in to total audience does increase, and in the present case--where the program in question both appealed to a specialized taste and was one which required the viewer to make an extremely strong personal commitment--it would appear that the ratio of correspondents-to-regular-viewers was extremely high.

What all of this means, then, is that it makes a good deal of sense to turn directly to the results of the mail survey, and to treat the regular viewers in this group as representing, in the main, all the regular viewers to the program.

Before doing so, however, we might briefly reconsider the question of audience attrition between the first few weeks of the program and the middle of the course.

Although no direct evidence on this question is available from the results of this study, nonetheless a general approximation of the attrition

might be estimated in an indirect fashion. In the mail survey, for example, a total of 2496 persons who wrote in specifically requesting information about the program were sent questionnaires. If we were to assume that all of these persons started the course, that these were the only persons who started the course, and that 1100 remained by mid-January, then the rate of attrition would be of the order of 56 per cent. It is likely that the actual rate of attrition was somewhat higher than this, of course, since other persons probably started the course who did not write in asking specifically for information about the program. At any rate, it is almost certain that BEGINNING RUSSIAN had lost at least half of its original audience by the middle of January.

Other approximations of audience size, and of the audience attrition, are suggested by the ratings figures supplied for the Toronto area by the A.C. Nielsen Company and by International Surveys Limited. The available figures are presented in Chart I on the next page. Thus, between November and March, International Surveys Limited estimated a dropoff in homes reached of from 7,000 to 4,000--a loss of 43 per cent. Nielsen estimated an average Saturday and Sunday audience of 11,200 homes for the first four weeks of the program, while in January and February they reported the audience as "below minimum reporting standards", which means less than about 8,000 homes--just how much less being unknown.

Not much use can be made of these estimates, however, since they are for total homes reached, and not for homes with 'participating' viewers. Our telephone survey showed that these two measures are indeed different, since a number of homes were found where the TV set was tuned to BEGINNING RUSSIAN, but in fact no one was actually watching it.

We may summarize this section with the following conclusions:

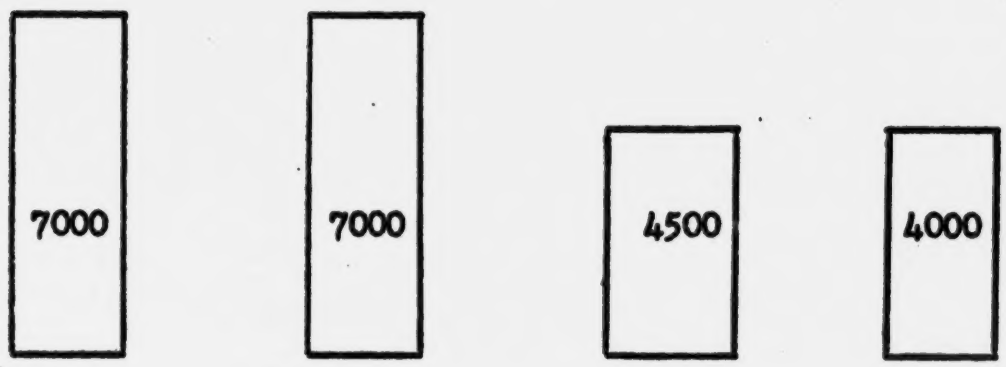
I. The total viewing audience for BEGINNING RUSSIAN during the middle phase of the course was probably about 4000 persons.

CHART I

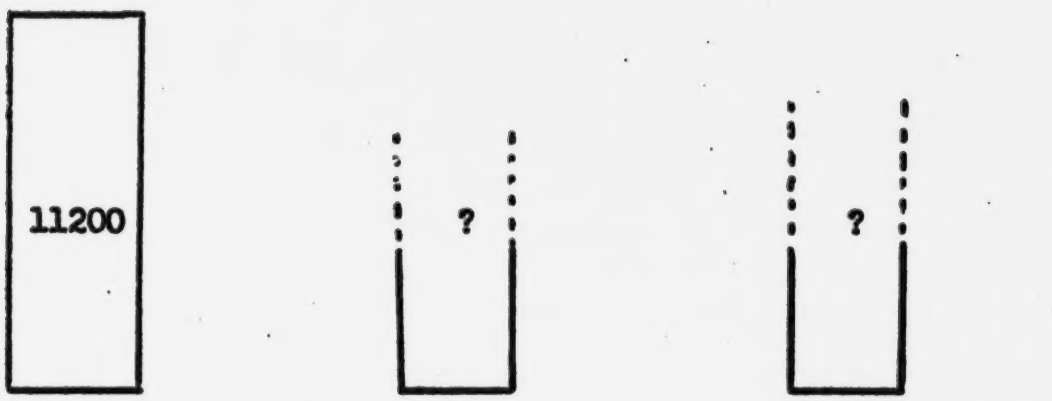
ESTIMATES OF AUDIENCE ATTRITION FROM THE RATINGS SURVEYS

Total number of homes reached by BEGINNING RUSSIAN in Toronto Area
(Average for Saturday and Sunday)

I. International Surveys Limited



II. A.C. Nielsen Co. of Canada, Limited



(Below minimum reporting standards)

II. Probably just over a quarter of this number constituted <u>regular</u> followers of the course, with the remainder being casual or 'sometime' viewers, or persons happening on to the program for the first time.

III. By the middle phase of the course, the regular followers consisted almost exclusively of persons who had purchased textbooks for the course.

IV. By the middle phase of the course, probably well over half of those who had expressed original interest in the course had dropped out from the corps of regular viewers.

II. COMPOSITION OF THE AUDIENCE

This section will treat the question of audience composition in two ways. First, it will consider the basic background characteristics of the regular or core audience for BEGINNING RUSSIAN, and then, the characteristics of regular viewers will be compared with those of persons who did not remain regular viewers of the program.

All data to be presented in this section are derived from the mail respondents. In this phase of the inquiry, a total of 2619 questionnaires were sent out--2496 to persons who had originally written requesting information about the telecourse, and 123 to students registered in the Russian 1A course on the campus of the University of Toronto. Of the questionnaires sent out, a total of 1519 were returned in time for tabulation in the survey, and this represented an overall response rate of 58 per cent. The exact rates of return are shown in Table 2 on page 13.

In the following analysis, respondents will be separated according to the frequency with which they viewed BEGINNING RUSSIAN. Deciding on the most appropriate point at which to separate 'regular' from 'non-regular' viewers to

a program is always a problem which demands arbitrary judgment, and the present case is no exception. The criterion adopted here was that a regular viewer is one who had watched at least 75 per cent of the programs shown up until the day the questionnaires were mailed out.

Table 3 on page 14 shows the complete distribution of viewing frequencies for both the basic mail group, and also for the University of Toronto campus students who were sent questionnaires. In Part II of the table the respondents are grouped into three viewing categories, and when this is done, just under half of the basic mail group are found to be classified as regular viewers. Just over a quarter were classified as 'casual or sometime' viewers (6 to 11)

Table 2

RATES OF RETURN IN "BEGINNING RUSSIAN" MAIL SURVEY

	METRO TORONTO ADDRESSES	ADDRESSES OUTSIDE OF METRO TORONTO	CAMPUS STUDENTS	TV CREDIT STUDENTS	GROSS
Total questionnaires sent out.....	1875	594	123	27	2619
Total questionnaires returned.....	1070	371	64	14	1519
Percentage return	57.1	62.4	52.0	51.8	58.0

Table 3

VIEWING FREQUENCY OF THE MAIL RESPONDENTS

Number of BEGINNING RUSSIAN Programs viewed out of first 16 programs	BASIC MAIL GROUP		U. OF T. CAMPUS STUDENTS		TOTAL	
	No.	%	No.	%	No.	%
I. Ungrouped						
All 16 programs.....	251	17.2	4	6.2	255	16.8
Fourteen or fifteen.....	275	18.9	8	12.5	283	18.6
Twelve or thirteen.....	173	11.9	4	6.2	177	11.6
Ten or eleven.....	122	8.4	6	9.4	128	8.4
Eight or nine.....	143	9.8	6	9.4	149	9.8
Six or seven.....	133	9.1	9	14.0	142	9.3
Four or five.....	168	11.5	6	9.4	174	11.4
Two or three.....	124	8.5	3	4.7	127	8.4
One.....	21	1.4	2	3.1	23	1.5
None.....	16	1.1	14	21.9	30	2.0
No information.....	29	2.0	2	3.1	31	2.0
Total	1455	99.8	64	99.9	1519	99.8
II. Grouped						
REGULAR VIEWERS (Saw 12 to 16 programs.....	699	48.0	16	25.0	715	47.1
CASUAL OR SOMETIME VIEWERS (Saw 6 to 11 programs.....	398	27.3	21	32.8	419	27.6
DROPOUTS (Saw 5 programs or less).....	329	22.6	25	39.1	354	23.3
No information.....	29	2.0	2	3.1	31	2.0
Total	1455	99.9	64	100.0	1519	100,0

programs seen) and just under a quarter as 'dropouts' (5 programs or less). Altogether 715 persons became 'regular' viewers, and the first part of this section deals with the basic background characteristics of these 715 persons.[5]

As suggested in Section I, these persons will be treated as though representative of all regular viewers. Since our best estimate of the latter is about 1100, it is likely that the present group includes a substantial majority of these persons.

From Table 4, on page 16, the following features appear to characterize the loyal core of the audience for BEGINNING RUSSIAN:

1. It consisted of about equal numbers of men and women.

2. It was truly an 'adult' audience, with a median age of 37 years, and with 93 per cent over the age of 20. A majority of the regular viewers, 60 per cent, were between the ages of 30 and 49. Seventy per cent were married persons.

3. Six in ten members of the core audience belonged to the labour force, while 40 per cent were housewives, students or retired persons. Those holding jobs, however, consisted very predominantly of an occupational elite. Thus 35 per cent of the regular viewers were persons employed in managerial or professional occupations--as compared with only 6 per cent who were persons holding manual (blue-collar) jobs.

4. The core audience also constituted an intellectual elite. A majority of the regular viewers (56 per cent) had previously attended university, and two in five had completed university. But it is perhaps even more significant that as many as 44 per cent of the core viewers were persons who had <u>not</u> attended university.

5. In terms of national origins, two-thirds were born in Canada, and 85 per cent were born in predominantly English-speaking countries. An overwhelming majority normally spoke English at home. Nonetheless, a sizeable proportion (41 per cent) were persons enjoying fluency in a language other than English. Eleven per cent were already fluent in some Slavic language.

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5 Later, when the regular viewers are compared with those who were not regular viewers, the campus students will be omitted from the comparisons. Since these persons did not write in to the program it cannot be assumed that they had a prior intention to follow the course on television. Indeed, the fact that only a quarter of this group became 'regular' TV viewers confirms that the number of regular campus students with prior intentions to follow the course on TV was quite low.

Table 4

BASIC CHARACTERISTICS OF REGULAR VIEWERS OF "BEGINNING RUSSIAN"
(Total regular viewers = 715)*

Characteristic		Per Cent
I. Sex	Male.....	48
	Female.....	52
		100
II. Age	Under 20.....	7
	20 - 29.....	17
	30 - 39.....	35
	40 - 49.....	25
	50 - 59.....	11
	60 and over.....	5
		100
	Median age = 37 years	
III. Marital status	Married.....	70
	Single.....	27
	Other.....	3
		100
IV. Occupation	I. In labour force	
	Managerial and professional	35
	White collar.....	18
	Blue collar (manual)...	6
	Sub total	59
	II. Not in labour force	
	Housewives.....	25
	Students.....	11
	Retired; unemployed...	4
	Sub total	40
		99
V. Education (excludes students)	Grade school only.....	4
	High school only.....	40
	Some university.....	16
	Completed university....	40
		100

(continued)

Table 4 (continued)

V1. Country of birth	Per cent
Canada	66
Br. Isles or Commonwealth	15
United States	4
Germany	3
Poland	2
Baltic States	2
Russia; Ukraine	1
All other	7
	100

VII. Language usually spoken at home**

English	90
A Slavic language	7
German	3
All other	6
	106

VIII. Languages spoken fluently (excluding English)

French	16
German	12
A Slavic language	11
Italian, Spanish, Portuguese	4
Hebrew	3
Estonian; Latvian; Lithuanian	3
A Scandinavian language	2
Total fluent in a language other than English	=41 per cent

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* Percentages are based only on those persons who supplied information on the various characteristics.

** Does not total to 100 per cent because in some homes more than one language is 'usually' spoken.

A list of background characteristics such as this is only meaningful when the figures can be compared with those for the general population. Unfortunately, up-to-date information on the nature of the Toronto population on many of these features is simply not available.

Even without current population figures, though, it is obvious that the core audience to BEGINNING RUSSIAN is over-represented with persons of higher education and with persons in the higher-status occupations.

The figure of two-thirds Canadian born is probably quite close to the current Toronto population figures, since this was the proportion of native-born found in a random sample of the adult Toronto population during a 1959 CBC Audience Research survey.

With respect to the language characteristics, however, it is possible only to <u>guess</u> that the audience seems slightly overrepresented with persons who have a fluency in a language other than English, and probably as well with persons who are fluent specifically in a Slavic language. While there are no figures at all on the proportion of the Toronto population who speak foreign languages, it does not seem likely that its incidence would be as high as 41 per cent, or that fluency in a Slavic language would be as high as 11 per cent.[6]

* * * * * * * * *

We may now turn to the question of how the regular viewers differed from those who either dropped out, or became 'sometime' or 'casual' viewers. This will be approached by isolating the factors related to remaining a regular follower. To do this, all persons in the basic mail group[7] who

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[6] In 1951 less than 11 per cent of the Toronto population were of East European ethnic origin, which suggests that, at that time at least, considerably less than 11 per cent would have been fluent in a Slavic language.

[7] The 78 University of Toronto campus students are ommitted from this analysis since it would be unfair to consider these persons as 'sometime viewers' or 'dropouts' when we do not know if they were interested in following the course on television in the first place.

returned questionnaires will be classified, separately, by each of the background characteristics under consideration, and then the proportion in each category who became regular viewers will be examined.[8]

These comparisons are presented category by category in Table 5 on page 20. Each proportion in this table can also be compared with the figure of 49 per cent--which was the overall percentage of persons who watched 12 or more of the first 16 programs among those who returned questionnaires and who answered the question on viewing frequency.

From Table 5, the following relationships seem to emerge:

1. First, there was no sizeable difference between the sexes with regard to their propensity to remain 'regular' viewers.

2. However, a distinct relationship between age and remaining a regular viewer is evident. Younger persons did not remain with the course as persistently as did older persons. Of persons under 20, only 39 per cent remained with the course on a regular basis, while 54 per cent of persons in their thirties followed regularly. This age differential is also reflected by the fact that married persons remained with the course slightly more often than did single persons.

3. Persons in managerial and professional occupations remained more often than did those in 'white collar' or manual occupations, but the lowest rates of regular viewing were among housewives and students.

4. Related to this was the fact that those who had attended university remained regular followers more frequently than did those who had never attended university.

---

[8] The use of tests of statistical significance is not warranted in these data. The groups are not 'samples'. There are also other problems relating to the procedure being carried out--namely those related to the fact that the group under analysis represents only 58 per cent of those who originally wrote in to the program. It is quite likely that regular viewers had a higher propensity to return questionnaires than did non-regular viewers, and this would mean that the representation of regular viewers is better than that of 'sometime' viewers and 'dropouts'. But it is also likely that the factors related to regularity of viewing would be <u>sharpened</u> had 100 per cent of the original group returned questionnaires. In any event, no confidence can be attached to the <u>absolute levels</u> of regular viewing in each category. The important considerations in interpreting Table 5 are the <u>differences</u> between sub-groups. It is assumed that any differences emerging in the cases considered here would be differences which would become even more prominent under the conditions of complete questionnaire returns.

TABLE 5

BACKGROUND FACTORS RELATED TO REMAINING A REGULAR VIEWER OF THE COURSE

I. Sex

	MEN	WOMEN
Proportion of basic mail group who remained regular viewers of the course....	51 (N=643)	48 (N=774)

II. Age

	UNDER 20	20-29	30-39	40-49	50-59	60 AND OVER
Proportion regular viewers...	39	44	54	52	48	48
	(N=120)	(N=259)	(N=450)	(N=341)	(N=161)	(N=82)

III. Marital status

	MARRIED	SINGLE
Proportion regular viewers.....	51	46
	(N=955)	(N=406)

IV. Occupation

	MANAGERIAL AND PROFESSIONAL	WHITE COLLAR	BLUE COLLAR	HOUSEWIVES	STUDENTS
Proportion regular viewers	54	48	47	45	45
	(N=446)	(N=263)	(N=100)	(N=387)	(N=150)

V. Educational level

	HAD NOT ATTENDED UNIVERSITY	HAD ATTENDED UNIVERSITY
Proportion regular viewers.....	46	53
	(N=650)	(N=686)

Continued.....

Table 5 (continued)

VI. Country of Birth

	CANADA	UK, US OR COMMONWEALTH	EASTERN EUROPE	ALL OTHER COUNTRIES
Proportion regular viewers	48	50	58	51
	(N=959)	(N=260)	(N=67)	(N=128)

VII. Language spoken at home

	ENGLISH	OTHER LANGUAGE
Proportion regular viewers.....	49	43
	(N=1306)	(N=221)

VIII. Fluency in a language other than English

	YES	NO
Proportion regular viewers.....	55	46
	(N=514)	(N=910)

5. Persons born in Eastern Europe remained regular followers of the course more frequently than did persons born elsewhere.

6. Whether or not English was spoken in the home did not influence regularity of viewing, but persons already fluent in a foreign language became regulars more often than did persons not already fluent in a language other than English.

To sum up these findings, the 'casual' viewers and 'dropouts' differed from the 'regulars' in the following ways: they were more likely to be (a) younger and single persons; (b) housewives, students and persons in occupations of lesser responsibility; (c) persons who had never attended university; and (d) persons not fluent in a language other than English.

* * * * * * * * *

Before leaving this section on audience composition, we might briefly consider some of the reasons which people gave to account for their interest in BEGINNING RUSSIAN. Table 6, on the next page lists the most frequently mentioned reasons checked by the total mail group. This shows that a large majority were persons stimulated by a general intellectual curiosity rather than by feelings that learning Russian would be useful to them in some practical way. Thus, some 71 per cent replied that their interest was basically a 'general interest in languages', while less than ten per cent singled out any other single reason.

What is interesting about this is that the persons who were motivated by reasons other than 'general interest' were also those who were more likely to become regular viewers of the course. The evidence for this is contained in Table 7, on page 23 which shows the rates at which persons with different interests in the course became 'regular' viewers.

From these figures, it would appear that the most persistent group of followers were those who could find some use for the Russian language in their work. Nearly two thirds of the persons with these initial expectations became regular followers.

TABLE 6

MAIN REASONS WHY MEMBERS OF ORIGINAL MAIL GROUP WERE INTERESTED IN "BEGINNING RUSSIAN"

REASON	NUMBER	PER CENT *
A general interest in languages	1030	70.8
Plans to travel	132	9.1
To review language	129	8.9
In order to speak with family or friends ..	85	5.8
To help on job	84	5.8

* Based on 1455 members of original mail group. Does not add to 100 per cent since some persons gave other reasons and some gave more than one reason.

TABLE 7

RELATION BETWEEN NATURE OF ORIGINAL INTEREST IN COURSE AND BECOMING A REGULAR FOLLOWER OF THE COURSE

	To help on job	To speak with friends or family	Planning to travel	To review the language	General interest in languages
Proportion who became regular followers of the program	64 (N= 84)	62 (N= 85)	55 (N= 132)	51 (N=129)	48 (N=1030)

The persons with the second highest rate of persistence were those who had a use for the Russian language in their interpersonal relationships. And significantly, those least likely to remain regular viewers were those who started out with simply 'a general interest in languages'.

These findings are hardly surprising and they may simply reflect that well crystallized motives are stronger than diffuse ones. But the findings do suggest, as a general principle, that audience behavior with respect to an educational course on television may be influenced at least in part by the uses which can be made of the subject matter being studied. It seems evident in the case of BEGINNING RUSSIAN that a majority of the persons initially interested in the course could find no practical use for the language in their everyday lives. And it is not unlikely that one reason why the audience attrition from the program was high was related to just this fact--namely, that for most persons there was no strong link with everyday experience which would help maintain a high motivation to continue through the more difficult stages of the course.

III. AUDIENCE EVALUATIONS OF THE COURSE

The final section of this report deals with the evaluations respondents made of various aspects of BEGINNING RUSSIAN. The specific questions focused upon, and the opinions expressed about them, are located in the following tables:

Table 8, page 26 The question of convenient times for an educational TV course;

Table 9, page 28 (a) Reactions to the speed at which the course moved;

(b) Opinions about the amount of explanation given in the English language;

(c) Opinions about the number of pronunciation drills in the Russian language;

(d) Opinions about the use of visual aids in the telecourse;

(e) Opinions about the amount of everyday conversation presented in the course;

(f) Opinions about the number of lessons per week.

Table 10, page 29 General reactions to the instructors in the course.

Table 11, page 31 Comparative opinions about the effectiveness of classroom instruction as opposed to TV instruction.

Table 12, page 33 (a) Personal estimates of the amount learned from the course; and

(b) Personal evaluations of difficulties encountered in the course.

As indicated, the opinions expressed on these various aspects are organized in Tables 8 through 12. The highlights of these tables will be reviewed here in summary form.

(1) THE SCHEDULING OF THE PROGRAM

Respondents were given a list of thirteen different time periods to check as either convenient or inconvenient for watching BEGINNING RUSSIAN--or a program like it. None of the times offered were prime commercial times, (see Table 8.)

TABLE 8

CONVENIENCE OF VARIOUS TIMES FOR AN EDUCATIONAL TELEVISION COURSE
(Question 3)

	Per cent who rated the time as convenient of total who rated either convenient or inconvenient*			
TIMES	REGULAR VIEWERS		OTHERS	
	(per cent)	(base)	(per cent)	(base)
Saturday				
10 -12 Noon	64	(599)	38	(591)
12 -2p.m.	73	(620)	42	(600)
2 -4p.m.	37	(568)	38	(578)
4- 6p.m.	38	(573)	44	(581)
Sunday				
10 - 12 Noon	49	(588)	30	(590)
12 - 2 p.m.	69	(620)	49	(604)
2 - 4 p.m.	52	(573)	57	(594)
4 - 6 p.m.	45	(574)	54	(582)
Weekdays				
7 - 8 a.m.	20	(595)	20	(593)
8 - 9 a.m.	7	(584)	6	(585)
9 -12 Noon	21	(605)	23	(607)
12 - 3p.m.	23	(619)	26	(615)
At 11:30 p.m.	36	(630)	46	(644)

	Times listed from most convenient to least convenient PER CENT OF TOTAL PERSONS* WHO CHECKED CONVENIENT	
	(per cent)	(base)
1. Sunday : 12-2 p.m.....	59	(1224)
2. Saturday: 12-2p.m.....	58	(1220)
3. Sunday : 2-4-p.m.....	54	(1167)
4. Saturday: 10-12 Noon.....	51	(1190)
5. Sunday : 4-6 p.m.....	50	(1156)
6. Saturday: 4-6 p.m.....	41	(1274)
7. A weekday at 11:30p.m.....	41	
8. Sunday: 10-12 Noon.....	40	(1178)
9. Saturday: 2-4-pm.....	37	(1146)
10. A weekday: 12-3p.m.....	25	(1234)
11. A weekday: 9-12 Noon.....	22	(1212)
12. A weekday: 7-8 a.m.....	20	(1188)
13. A weekday: 8-9 a.m.....	7	(1169)

* The bases for these proportions vary since the level of response was different for each different item.

The important finding here was that among the group as a whole the times most often rated as convenient were the times when BEGGINING RUSSIAN was actually scheduled. The choice of the 12:00 to 12:30 period on week-ends therefore appears to have been a good one.

A general examination of Table 8, on page 26 will suggest the relative suitability of various other times for scheduling an educational course on television.

(2) THE EVALUATION OF SPECIFIC FEATURES OF THE PROGRAM -- PACING, PRODUCTION, AND EMPHASIS.

Table 9, on page 28 compares the 'regulars' with 'others' on a number of different reactions to the program. On all of these factors, a majority of the opinions expressed were opinions which supported the policies adopted in the series--rather than any alternatives. This should be considered as a highly favorable reaction to the series.

Of the six areas presented in Table 9, the most 'negative' reaction related to the pace of the course. For many persons, especially the non-regulars, the course moved too quickly, and it is not unlikely that many persons dropped out of the audience because they were simply not able to assimilate new material at the rate adopted in the program.

(3) REACTIONS TO THE INSTRUCTORS.

The general tone of favorable reaction to the course was probably due in considerable part to the great popularity enjoyed by the two instructors for the course. An analysis of the general comments made about these persons revealed an overwhelmingly positive response. Most comments stressed the professional teaching abilities of the instructors, and in this area positive reactions completely dominated. see Table 10.

A second cluster of comments focused around characteristics pertaining to the general television presence of the two instructors, and in

TABLE 9

EVALUATION OF VARIOUS ASPECTS OF COURSE

ASPECTS		REGULAR VIEWERS (per cent)	OTHERS (per cent)
A. Pacing of course (Question 5)	JUST RIGHT.....	65	51
	MOVED TOO QUICKLY....	34	48
	MOVED TOO SLOWLY.....	2	1
		101	100
		(N=697)	(N=607)
B. Amount of explanation in English (Question 6A)	JUST RIGHT.....	88	80
	TOO LITTLE.....	8	17
	TOO MUCH.....	4	3
		100	100
		(N=694)	(N=626)
C. Number of drills in pronunciation (Question 6B)	JUST RIGHT.....	63	59
	TOO FEW.....	36	39
	TOO MANY.....	1	3
		100	101
		(N=693)	(N=624)
D. Use of visual aids (Question 6C)	JUST RIGHT.....	87	80
	TOO MANY.....	4	3
	TOO FEW.....	9	16
		100	99
		(N=685)	(N=613)
E. Number of lessons per week (Question 6E)	JUST RIGHT.....	76	62
	TOO FEW.....	15	23
	TOO MANY	9	14
		100	99
		(N=687)	(N=606)
F. Amount of everyday conversation (Question 6D)	JUST RIGHT.....	74	73
	TOO MUCH	4	4
	NOT ENOUGH.....	22	23
		100	100
		(N=690)	(N=595)

TABLE 10

GENERAL REACTIONS TO INSTRUCTORS OF THE COURSE
(Question 9)

MAIN AREAS OF COMMENTS	Mr. Harjan		Mrs. Jenkins	
	(Per cent who expressed an opinion)			
	REGULAR VIEWERS	OTHERS	REGULAR VIEWERS	OTHERS
I. Teaching ability				
POSITIVE COMMENT	73	57	78	66
NEGATIVE COMMENT	5	4	1	1
II. Personal factors (TV appearance; voice; mannerisms; etc.)				
POSITIVE COMMENT	16	8	26	18
NEGATIVE COMMENT	8	6	3	3
SUMMARY OF COMMENTS				
Total persons who expressed a positive reaction.....	87	71	93	78
Total persons who expressed a negative reaction.....	8	9	3	5
Total persons	(699)	(725)	(699)	(725)

this sphere too, both instructors received more positive than negative reactions. Mrs. Jenkins was particularly well 'rated' along this dimension.

All in all, then, the instructors were extremely well received by the audience. The figures at the bottom of Table 10 show the virtually unanimous positive feelings that prevailed among the mail respondents.

(4) GENERAL FEELINGS ABOUT LEARNING THROUGH THE MEDIUM OF TELEVISION.

In addition to opinions concerning the way the course was actually produced, the respondents were also asked to evaluate the TV learning experience with the classroom situation. In answer to this question, more persons felt opposite, but at the same time, over half of the expressed opinions (56 per cent) rated TV as either better or at least as good as the classroom see Table 11.

The main complaint about the TV experience was in relation to the one-way nature of the TV learning experience--and specifically to the situation of not being able to interrupt a lesson in order to ask questions about difficult material. One third made mention of this limitation. At the same time, 13 per cent mentioned a related feeling exemplified by the statement "there is no one to discuss difficulties with". These sorts of comments seem to reflect feelings about the essential 'impersonality' of TV and its inability to achieve a feeling of social involvement in the learning context.

Both types of answers relate to the intrinsic one-way nature of mass communications, but they differ in that the former seem to reflect a breakdown in the formal learning process--that sense of personal involvement with teachers and fellow students which forms so much a part of traditional higher education.

In any event, nearly half of the persons who answered the question expressed one of these two feelings.

TABLE 11

COMPARATIVE OPINIONS CONCERNING THE EFFECTIVENESS OF TV INSTRUCTION AND CLASSROOM INSTRUCTION (Question 8)

	Distribution of answers among those expressing an opinion
	(per cent)
TV instruction is better than classroom instruction.....	19
MAIN REASONS: Level of instruction is better on TV.....	14
Greater physical convenience of TV.....	6
TV instruction is not as good as classroom instruction.....	44
MAIN REASONS: Problems related to the one-way nature of television...	33
The 'impersonality' of TV; lack of classmates; lack of feeling of personal interaction with teacher, etc.....	13
TV instruction is about as good as classroom instruction.....	37
Total	100

Number of persons who expressed opinion (1302)

About one person in five felt that TV instruction was actually superior to classroom learning, and most persons expressing this opinion based it on the excellent quality of instruction which is possible when the best teachers can be selected. Six per cent of the opinions made mention of the physical convenience of being able to 'attend school in your own home'.

Thus, in spite of very favorable reactions to the production of the course, and to the instructors, still large numbers of TV students appeared to have difficulty in adapting to the TV learning milieu. The very nature of the television medium perhaps makes certain of these problems unavoidable; if exposure to TV lessons were experienced in group sessions in which common difficulties could be discussed following a lecture, perhaps different reactions would occur.

(5) GRATIFICATIONS FROM THE COURSE AND DIFFICULTIES ENCOUNTERED WITH THE SUBJECT MATTER.

This last section consists of a brief consideration of what students felt they learned, and how difficult they found the course to be see Table 12. The regular viewers, understandably, encountered less difficulty in following the course than did the 'non-regulars', although it was a minority of even the regulars who expressed the opinion that theywere able to follow the course without difficulty. Twenty-two per cent of the 'casuals' and 'dropouts' admitted that the course was 'almost too difficult to follow', so it is evident that the course was simply too difficult for a fairly sizeable segment of the beginning group.

Finally, when asked how much they felt they had learned from the course, as many as 63 per cent of regular viewers answered that they had learned " a lot", and a majority of even the non-regulars felt they had learned at least something.

TABLE 12

GENERAL ESTIMATES OF DIFFUCULTIES ENCOUNTERED AND GRATIFICATIONS DERIVED FROM COURSE

I. Question 4: "So far, how difficult has the course been for you?"

	Regular Viewers (per cent)	Others (per cent)
Not difficult at all	30	22
Quite difficult but I've been able to follow it.....	63	56
Almost too difficult to follow..	7	22
Total	100	100
Persons who answered	(691)	(648)

II. Question 7: " How much do you feel you have learned so far from the television course?"

	(Per Cent)	(Per Cent)
Feel I have learned a lot from the course.....	63	23
Feel I have learned something from the course, but not as much as I had hoped.....	34	53
Do not feel I have learned much from the course.....	3	24
Total	100	100
Persons who answered	(692)	(596)

SUMMARY OF MAIN FINDINGS AND CONCLUSIONS OF THE STUDY

A sample survey of telephone homes in Metropolitan Toronto revealed that the average audience to BEGINNING RUSSIAN during the middle phase of the course consisted of about 4000 persons. It was estimated, however, that only a portion of this number--perhaps around 1100--constituted a 'loyal core' of viewers who had followed the course from the beginning. At least half of the original audience had dropped out by the middle of the course, and by January, it appeared that the regular audience for the course consisted almost exclusively of persons who had purchased textbooks. Most of the audience attrition, therefore, was among the segment of the initial audience that tried to follow the course without purchasing the text. Among the purchasers of textbooks, over two thirds remained regular viewers.

The audience was certainly an adult one, and only 7 per cent of regular followers were persons under the age of 20. The median age was 37 years, and 60 per cent were between the ages of 30 and 49. Most regular viewers held full-time jobs, and the largest single occupational group in the audience (35 per cent) were persons in managerial and professional occupations. Over half of the regular viewers had already taken university courses, and 40 per cent were university graduates. However, a sizeable number -- 44 percent-- were persons who had never attended university.

Of the regular viewers, two in five were persons already fluent in a language other than English.

Persons who did not remain regular followers differed from the regular viewers in that they were more likely to be (a) younger persons and single persons; (b) housewives, students and persons in the 'white collar' and 'manual' occupations; (c) persons who had never attended university; and (d) persons who could not speak a language other than English.

Most persons who started the course did not have a use for the Russian language in their everyday lives, and were attracted to the course by general intellectual curiosity. However, the persons whose interest in the course was based on a real use for the language were the persons most likely to remain in the audience. Thus, persons who could find a use for the course in their work, or who wanted to learn the language in order to communicate with their friends or relatives were much more likely to remain regular viewers than were those who started out on the basis of a 'general interest in languages'.

There were undoubtedly a number of factors which contributed to audience dropoff. The course was certainly difficult going for most persons in the audience, and it must have been almost impossible to follow for persons who did not buy a textbook and workbook and then regularly carry out the assignments. Judging from the number of textbook sales, it is obvious that a fairly large number of interested viewers tried to follow the course without making this full commitment, and it is equally obvious that many of these persons dropped out at various stages.

A large segment of the students encountered difficulties as a result of the intrinsic one-way nature of the television learning experience. Certainly this should be deemed one of the more important areas to be considered in the future use of open-circuit television for adult education, and a study of the methods of simulating an interpersonal context through television production would appear to be an important area for future research.

With respect to production aspects of the program itself, audience reactions were highly positive. On questions such as the scheduling of the program, the use of visual aids, the amount of English-language explanation, the use of everyday conversation, and the number of pronunciation drills scheduled, the respondents (regular and non-regular viewers alike) supported the policies adopted in the production of BEGINNING RUSSIAN--rather than any of the alternatives. Much of the success of the program in this respect must be attributed to the high degree of popularity enjoyed by the two instructors of the course.

APPENDICES

APPENDIX A

SURVEY № 2600

CANADIAN BROADCASTING CORPORATION

Survey of Reactions to Live and Learn Series on Beginning Russian

Please Note: All of your answers on this survey will be treated as confidential. On most questions, all that is required is that you tick the answer that corresponds with your views. On others, please write in the appropriate answer. There is space on the back page of the questionnaire for any additional comments you might wish to make.

1. Up until January 8th, there were 16 programs shown in the "Beginning Russian" series. How many of these first 16 programs did you watch? (PLEASE CIRCLE THE NUMBER. IF YOU ARE NOT EXACTLY SURE, CIRCLE THE APPROXIMATE NUMBER.)

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

8-

2. Do other persons watch these programs with you, or do you usually watch them alone?

Usually Watch with Other Persons ..... ☐ 6-1
Usually Watch Alone ..... ☐ 2

IF YOU WATCH WITH OTHER PERSONS: Are these members of your family, or other persons?

Member of Family ..... ☐ 7-1
Others ..... ☐ 2

3. Which of the following times would be convenient for you to watch this program — or other programs similar to this? (PLEASE CHECK EITHER "CONVENIENT" or "NOT CONVENIENT" FOR EACH TIME PERIOD LISTED.)

	Convenient	Not Convenient
Saturday—between:		
10 a.m. and 12 Noon	☐ 8-1	☐ 2
12 Noon and 2 p.m.	☐ 9-1	☐ 2
2 p.m. and 4 p.m.	☐ 10-1	☐ 2
4 p.m. and 6 p.m.	☐ 11-1	☐ 2
Sunday—between:		
10 a.m. and 12 Noon	☐ 12-1	☐ 2
12 Noon and 2 p.m.	☐ 13-1	☐ 2
2 p.m. and 4 p.m.	☐ 14-1	☐ 2
4 p.m. and 6 p.m.	☐ 15-1	☐ 2
A weekday morning—between:		
7 a.m. and 8 a.m.	☐ 16-1	☐ 2
8 a.m. and 9 a.m.	☐ 17-1	☐ 2
9 a.m. and 12 Noon	☐ 18-1	☐ 2
A weekday afternoon—between:		
12 and 3 p.m.	☐ 19-1	☐ 2
A weekday evening—at		
11.30 p.m.	☐ 20-1	☐ 2

NOW ABOUT THE PROGRAM

4. So far, how difficult has the course been for you?

	(Check One)	
Almost too difficult to follow	☐	21-1
Quite difficult but I've been able to follow it	☐	2
Not difficult at all	☐	3

5. How do you feel about the speed or pace with which the course has been moving?

	(Check One)	
It has been moving too quickly	☐	22-1
It has been moving too slowly	☐	2
Just about right	☐	3

6. What are your general feelings about the course? (CHECK ONE ANSWER IN EACH SET OF CATEGORIES.)

A.

	(Check One)	
Too much explanation in English	☐	23-1
Too little explanation in English	☐	2
About right at the moment	☐	3

B.

	(Check One)	
Too many drills in pronunciation	☐	24-1
Too few drills in pronunciation	☐	2
About right at the moment	☐	3

C.

	(Check One)	
Too many visual aids	☐	25-1
Too few visual aids	☐	2
About right at the moment	☐	3

D.

	(Check One)	
Not enough everyday conversation	☐	26-1
Too much everyday conversation	☐	2
About right at the moment	☐	3

E.

	(Check One)	
Too many lessons per week	☐	27-1
Too few lessons per week	☐	2
Just the right number of lessons per week	☐	3

7. How much do you feel you have learned so far from the television course?

	(Check One)	
Feel I have learned a lot from the course	☐	28-1
Feel I have learned something from the course, but not as much as I had hoped	☐	2
Do not feel I have learned much from the course	☐	3

8. How well do you feel TV instruction compares with regular classroom instruction?

	(Check One)
TV Instruction is better than Classroom Instruction	☐ 29-1
TV Instruction is about as good as Classroom Instruction	☐ 2
TV Instruction is not as good as Classroom Instruction	☐ 3

IF BETTER OR NOT AS GOOD: What are the main reasons why you feel TV instruction is better or not as good?

30.

9. What are your reactions to the instructors of the TV course?

MR. HARJAN:

31.

MRS. JENKINS:

32.

10. Did you purchase any supplementary materials with which to follow the TV course?

	Yes	No
The Textbook?	☐ 33-1	☐ 2
The Workbook?	☐ 34-1	☐ 2
The Television Guide?	☐ 35-1	☐ 2
Other? (please specify)	☐ 36-1	☐ 2

_____ 36.

11. Please list any other language programs you have seen or heard on radio or television in the past.

☐ If None Check Here.

37.

12. What would you say was the main reason you decided to follow this course on TV?

Planning to travel	☐ 38-1
To review the language	☐ 2
A general interest in languages	☐ 3
To speak with members of my family	☐ 4
To speak with friends	☐ 5
To aid in my school work	☐ 6
To help me on my job	☐ 7

Some other reason (please explain) _____

_____

_____

FINALLY JUST A FEW FACTUAL ITEMS

13. What language is usually spoken in your home? _____ 39.
What language(s) do you speak fluently? _____ 40.
In what language(s) have you had formal training at any time?
_____ ☐ If None Check Here
41.

14. Country of Birth: _____
42.

15. Age: (Please check one)

Under 20	☐	43-1	50 - 59	☐	5
20 - 29	☐	2	60 - 69	☐	6
30 - 39	☐	3	70 or Over	☐	7
40 - 49	☐	4			

16. Your occupation: _____
44.

IF A STUDENT: What grade or year? _____
45.

17. What was the highest grade you completed in school? (Please check one)

Some Grade School	☐	46-1	Some University	☐	5
Completed Grade School	☐	2	Completed University	☐	6
Some High School	☐	3	Graduate Training	☐	7
Completed High School	☐	4			

Other Training (Please specify) _____

18. Marital status:

	(Check One)	
Married	☐	47-1
Single	☐	2
Other	☐	3

19. Sex: Male ☐ 48-1 Female ☐ 48-2

IF YOU HAVE ADDITIONAL COMMENTS PLEASE WRITE THEM HERE:

49.
50.

THANK YOU.

APPENDIX B

OUTCOME OF CALLS ATTEMPTED IN TELEPHONE SURVEY

OUTCOME OF CALLS	JAN. 14	JAN. 21	JAN. 28	FEB. 4	TOTAL	PER CENT
I. ANSWERED AND INTERVIEW COMPLETED	1069	1143	1055	1051	4318	71.2
II. ANSWERED BUT INTERVIEW NOT COMPLETED						
A. Foreign-speaking respondent	30	32	30	14	106	1.7
B. Child respondent	13	8	6	12	39	.6
C. Non-residential number	9	10	8	4	31	.5
D. Interview refused	8	11	10	7	36	.6
Total answered but incomplete	60	61	54	37	212	3.5
III. CALLS NOT ANSWERED						
A. No answer after 6 rings	269	253	274	267	1063	17.5
B. Busy signal after 2 calls	21	20	20	20	81	1.3
C. Changed number	37	40	26	30	133	2.2
D. Disconnected number	68	61	68	63	260	4.3
Total calls not answered	395	374	388	380	1537	25.3
TOTAL CALLS ATTEMPTED	1524	1578	1497	1468	6067	100.0
TOTAL NAMES IN ORIGINAL SAMPLE	1555	1581	1596	1552	6284	

TELEVISION USE IN METROPOLITAN TORONTO - JANUARY 1961: AS MEASURED BY TELEPHONE SURVEY

	Four-week Period	
	Number	Per Cent
SET USAGE - Saturday 12:00-12:30 p.m.		
Yes	1106	27
No	2867	70
Don't know	117	3
Total TV Homes	4090	100
STATIONS TUNED		
WBEN - Channel 4	290	26
WGR - Channel 2	225	20
CFTO - Channel 9	162	15
CHCH - Channel 11	138	12
WKBW - Channel 7	122	11
CBLT - Channel 6	31	3
DK or other station	138	12
TOTAL SETS IN USE	1106	99